

TEACHING SPEAKING THROUGH WH-QUESTIONS TECHNIQUE

Yohanes Sunyan, Urai Salam, Dewi Novita

Teachers Training and Education Faculty

Tanjungpura University

ABSTRAK

Skripsi ini adalah menggambarkan untuk meningkatkan kemampuan berbicara siswa mengenai pertanyaan dan memberikan respon atau jawaban melalui pertanyaan-pertanyaan. Petunjuk pertanyaan-pertanyaan adalah dari pertanyaan yang digunakan oleh pelaku yang menyenangkan untuk bertanya dan menjawabnya. Penelitian ini adalah dilakukan di SMPN 1 Toba siswa kelas VIII A. penelitian ini adalah implementasi dari kegiatan dari penelitian yang mana dilakukan dua kali pertemuan. Pertemuan yang lain dilihat dari hasil yang baik. Diantara kegiatan penelitian ini menggunakan teknik petunjuk pertanyaan, yang ditampilkan ke siswa yang menyenangkan dan meningkatkan berbicara siswa.

Key word: Teaching Speaking, CAR, Guid, Question

ABSTRACT

This thesis is aimed at describing the improvement on speaking ability about question and giving answer through guided WH-question. The guided WH-question are conducted in the form of WH-question by using the particular expression of asking and giving answer. The research was conducted in SMPN 1 Toba on the Eighth grade A students. The research was implemented in the form of classroom action research which consisted of two cycles. Each cycle showed good progress. During the action research using guided WH-question technique, the students showed their interest and improvement on speaking.

Key word: Teaching Speaking, CAR, Guid, Question

The student's capability of English as a foreign language aims to how well a student speaks. If the student cannot express his or her ideas, opinions or instructions clearly, people will think his/her ability in English is not good. On the other hand, people will think his/her ability of English is good when the student can express ideas, opinions or instructions fluently. It is necessary to be acquired because it enables the students to communicate with others. In speaking, students attempts to share, create, and develop meaning to communicate with other people. Furthermore, speaking is an interactive process of constructing meaning that involves producing, receiving, processing information (Brown, 1994; Burn & Joyce, 1997). Its form and meaning are dependent on the context in which it

occurs, including the participants' themselves, their collective experiences, the physical environment, and the purpose of speaking.

According to my experiences during 17 years teaching English in junior secondary school, I found that many students cannot speak English, even the short and simple everyday English. They cannot answer the questions asked during the learning process.

Based on the experiences above, the writer would like to improved the ability of student's English speaking, through giving them simple and short questions in everyday English, in order to stimulate student's reaction so they like to answer using short and simple English as well.

According to Luoma (2003) when people hear someone speak, they make some judgments about the speaker's ability in the language and also the speaker's personality and attitude. For that reason, the mastery of speaking skill in English is a priority for foreign language students.

In addition, students regard speaking ability as the measure of being acquainted with a language and define speaking as the ability to converse with others much more than the ability to read, to write or to comprehend oral language. As Florez and Mary Ann (1999) state that speaking is an interactive process of constructing meaning that involves producing and processing information. By speaking, students are not only required to be able to produce specific points of language such as grammar or vocabulary (linguistic competence).

Based on the observation before doing the research in SMPN 1 Toba and also from the interviewed with English teacher there, the writer investigated the real problem that happened in the classroom. The problem is many students cannot speak English, even the short and simple everyday English.

Based on the syllabus of KTSP (*Kurikulum Tingkat Satuan Pendidikan*), there are five kinds of text taught to the eighth grade students of junior high school; functional, recount, descriptive, procedure, and narrative. Recount reconstructs past experience (Derewianka, 1990:14). English is a text about someone's past experience that happen in the past. English gives the description of events of someone's past experience for the reader which is to give the information or to entertain.

In daily learning activity, the students get the difficulties to make a written form. It is because all grammatical rules and developing ideas. The students often make grammatical mistakes in English usage when they are speaking, such as grammatical errors, language use, and mechanics. And when the students have to do speaking task, they only think how to develop the ideas. Moreover, the teacher also is not too active to make a good learning activity in teaching speaking. Therefore, the students do not enjoy in learning speaking.

Based on the writer's experience when she was doing her teaching practice at the eighth grade of in SMPN 1 Toba , the writer found the problems in speaking class, especially english. The first is the students found the difficulty to develop ideas for their english speaking although they might have interesting ideas for possible topics. They still had the difficulties in starting with the orientation and developing their speaking into event and reorientation, and decide the tense especially past tense for speaking english. Second problem is the teacher. In

teaching english speaking, the teacher only explain about english, after that the teacher asks the students to write english without knows whether the students are able to write or not. The teacher also does not try to apply the technique which can solve the students' difficulties in speaking English. These make the students difficult to follow the speaking activity and result the passive students.

Concerning the problems in teaching English speaking, especially personal recount, the writer was interested to solve the problems by using guided WH-questions. The questions used here are WH-Questions which consist of *what*, *who*, *where*, *when*, *why* and *how*. In guided WH-questions, the teacher guides the students by giving the students WH-questions. These questions guide the students to develop the ideas and organize them become a good text. Wilhelm (2007:39) states that, "students are able to develop their ideas using guided question". The benefit of guided WH-questions technique in speaking English is enables students to encourage their thoughts or ideas which are expressed in English speaking with good grammatical rules.

In a research of using questions especially WH-questions in speaking, there has been a previous research done by Cenderato (2010). This research done previously investigated the effect of guide WH-question in teaching hortatory exposition speaking. The result shows that the students who were taught by WH-questions had performed better in their speaking. Inspired by the result of the previous research, the writer applied WH-questions in teaching speaking. In this research, the writer has applied guided WH-questions by focusing of how guided WH-questions helped the students in speaking English.

Question is one of the ways for the students in stimulating the ideas. Question makes students to think. Brown and Wragg (1993:5), "Questions practice to encourage students to think". It means that question can practice the students in order to stimulate the ideas. The questions give the chance for the students to think and encourage their thoughts which are expressed in speaking.

Guided questions especially WH-questions as guide for students in speaking English. The teacher guides the students by giving the students WH-questions. These questions are able to help and guide the students to encourage their ideas in speaking English. These also help the students to use the correct tense especially past tense in speaking English. In this research, the writer explains how to use these questions in speaking English. After that the students answer the questions. From those answers, the students are able to write english with good grammatical rules.

The writer investigates how effective is the use of guided WH-questions to improve the features of students' recount speaking ability. The major ability that the writer wants to improve are, the ability to express and develop idea into written text, the ability to use correct tense, and the ability to use mechanics in speaking such as capitalization, punctuation and spelling.

This research is conducted by using pre experimental design. This is in which the writer gives pretest before the treatment of teaching speaking using guided WH-questions. After the treatment, the writer gives the posttest. Its purpose to find out the effectiveness of guided WH-questions in improving students' ability in speaking English. Through this research, the writer hopes that the result of this

research will be useful and valuable as one consideration in teaching english speaking using guided WH-questions significantly to the eighth grade students of SMPN 1 Toba in academic year 2012/2013.

Speaking is one of the language skills which very important in learning a language. Speaking is an important form of communication besides speaking. According to Zemach (2004:4), "Speaking is an important form of communication in day to day life, but it is especially important to teach in school and university". People use speaking form to communicate between one to other people. Furthermore, speaking is also important to teach in the school and university because speaking is one of the most difficult language skills.

Speaking is one of the four language skills that should be acquired by the students. Speaking is an activity of using the language to express the students' ideas, feeling or desire in the written form. Urquhart and McIver (2005:23) say, "Speaking is about expressing knowledge where the students express their knowledge as thoughtfully and clearly as they can". Speaking skill enables the students to express their knowledge and their thought that they have in their mind and express it as they can in a written form.

Speaking is essential for students to develop their English in written in media conveying their ideas. Urquhart and McIver (2005:3) state, "that speaking is a process of exploration that offers benefits to students which the students write to make their ideas clear and comprehensible". In speaking, students make it as a process of exploration of their ideas and they write the ideas on a piece of speaking in order to make their ideas become clear and comprehensible for the reader.

There are types of speaking that can be applied in teaching speaking. Wagner (2002) says that the types of speaking consist of speaking for information and understanding, speaking to persuade, speaking to narrate or personal experience, and speaking in response to literature. Based on the quotation about the types of speaking above, the writer describes that the speaking types as follow:

1. Speaking for Information and Understanding

This type of speaking is the process of selecting, combining, arranging, and developing ideas taken from oral, written, or electronically produced texts to demonstrate that the writer understands and is able to use this information for a variety of rhetorical purposes. In this speaking, the writer selects information and organizes it to show that the reader understands it. For example: the test question, the term paper of assignment, and everyday speaking.

2. Speaking to Persuade

This type of speaking is the process of selecting, combining, arranging, and developing ideas taken from oral, written, or electronically produced texts for the purpose of arguing a point of view or convincing an audience to take action. This speaking requires that the writer uses information to argue a point and prove it. This speaking is often called argumentation. For example: persuasive essays and thesis/support research papers.

3. Speaking to Narrate or Personal Experience

This type of speaking is telling a story in order to establish an idea or assert an opinion. In this speaking, the writer tells a story in order to demonstrate information, knowledge, or personal experience. For example: narratives of personal experience, narratives for academic purposes, and narratives in everyday life.

4. Speaking in Response to Literature

This type of speaking is about reading and responding to a piece of literature requires much the same approach as reading and speaking to demonstrate information and understanding about social studies, social science, or other subject-specific content. In this speaking, the writer reads and analyzes a piece of literature. For example: speaking about poetry, speaking about prose (fiction), and speaking about drama.

In this case, the writer focuses one of speaking types above; it is speaking to narrate or personal experience. In this speaking type, the students write their personal experience. They tell about their story in their everyday life.

Some of combinations with how can be described as follow (taken from Fundamental of English Grammar, Azar, 1992:144-154).

1. How often
It asks about frequency. The other ways of asking “How often” are how many times a day/a week/a month/a year.
2. How far
It asks about distance. The other ways of asking “How far” are how many miles, How many kilometres, and How many blocks.
3. How long
It asks about length of time. The other ways of asking “How long” are how many minutes, How many hours, How many days, How many weeks, How many months, and How many years.
4. How about
It asks about questions that refer to the information or questions that immediately preceded. It is also used to make suggestions or offers.
5. How do you do
It is used by both speakers when they are introduced to each other in a somewhat formal situation.
6. How old
It asks about measurement of age.
7. How high
It asks about height of a thing.
8. How tall
It asks about height of a person.
9. How fast
It asks about speed.

A. Speaking a English

English tells about something (someone’s experience) that happened in the past. Recount is written in the past tense. Wardiman (2008:70), “Recount is to give the audience a description of what occurred and when it occurred”.

English speaking usually tells the reader about the events. English gives the description of events of someone's past experience for the reader, which is to give the information or to entertain.

There are some aspects that will be discussed in English, they are: purposes, text organization of recount, and language features. The purpose of English is to list and describe past experiences by retelling event in which they happened (chronological order). Stubbs (1999:8) explains that, "a recount recalls and reconstructs events, experience, and achievements in the past in logical sequence". Some Englishs will be purely informative, but others may aim to inform or to entertain. The details in English may include what happened, who was involved, where it took place, and when it happened.

In speaking English, there is the aspect that must be considered for the students, it is the generic structure of recount. Stubbs (1999:9) states that, "the framework of biography recount may consist of orientation, event, and reorientation". The writer describes the explanation of the text organization as follow:

1. Orientation / introduction.

Orientation is the setting and introduction participants. The orientation provides all necessary background information to make the audience make sense of the text. The opening paragraph should answer the questions: who, what, where, when and why. The writer needs to give information about what happened, who or what was involved, when and where the events happened and why.

2. Events / body

Events tell what happened, in what sequences. The recount then unfolds in paragraphs that retell a series event, usually told in chronological order. Unity between paragraphs is created through the use of time connections (before, throughout, finally).

3. Reorientation

Reorientation is optional-closure of events/ending. It is the summary of outcomes or result, evaluation of topic's importance or inclusion of personal comment or opinion. It can also tell someone's feeling about the experience.

Derewianka (1990:15) states that the language features in English as follow:

1. Specific participants (Mrs. Brady, our dog, the shopkeeper)
2. Use of first person pronouns or third person (I, we or he, she, they)
3. Use of simple past tense (she smiled, it barked, he pointed)
4. Use of action verbs (went, climbed)
5. Use of temporal sequence (on Wednesday, then, at the time, next, later, before)

The writer especially the students in this case, should notice the language features of personal English in composing their own text. Those language features of personal English are including the use of specific

participants, first person pronoun, simple past tense, action verbs, and linking items to do with time.

Moreover, there are three types of English. Derewianka (1990:17) states that, “three types of English consist of personal recount, factual recount, and imaginative recount”. Personal recount is concerning with recalling of an activity that the writer was personally involved in. The writer’s own experience may also lead to personal recount, such as letters, diary entry, and oral anecdote. It is usually written in the first person (I and we). While, factual recount is recording the particulars of an incident, for example: police report, news report, and science experiment report. It is usually written in third person (he, she, it, they). And for imaginative recount, it is concerning speaking of imaginary role and giving details of an event. Here, the writer only focuses in personal recount which tells about personal experience.

B. Speaking a Personal English

Personal recount is concerning with recalling events accurately. The emphasis is on the language use that is precise, factual, and detail that may lead the reader into a complete description of events, experience or achievement. Derewianka (1990:17) states, “Personal recount is retelling of an activity that the writer was personally involved in”. Personal recount tells about the activity of someone’s experience. The purpose is to entertain as well as inform.

The text organization of personal English is orientation, event, and reorientation. Orientation is the opening paragraph that tells the setting and introduction of the events. For the event, the recount unfolds in paragraph that retells a series of events, usually told in chronological order. And the last is reorientation which is about the summary and the ending of the events. It is also about the paragraph of someone’s feeling of the experience.

In speaking a personal English, the students also must consider about the language features, they use first person pronoun (I and we), use simple past tense (I looked, we saw), use action verbs (studied, walked), and use temporal sequence (next, later, before).

Based on the quotation above, the writer concludes that the questions affect students in speaking. The questions give the chance for the students to answer and encourage their thoughts, ideas which are expressed in speaking. They can tell the events and feelings that the students have looked and felt. In learning speaking, some students usually do not pay attention too much to the teacher’s explanation because they do not express anything. So, it makes them become passive learners. But by using the question, it can make the students pay attention to the teacher or the text. It is because the questions encourage the students to answer and stimulate their thoughts and ideas. Furthermore, the question is also important for the teacher. The teacher knows how the students’ skill and knowledge by the students’ answer. Questions also make the teaching become a warm activity, because not only the teacher transfers the knowledge but also the students express their ideas and knowledge. Thus, the

questions are very important in teaching learning speaking because the questions affect for the teacher and the students.

In guided questions, the students are given the lists of questions, and the answers can form a text. Raimes (2001:101) states, “Guided questions are given for the students to which form a text”. It means that guided questions are a framework for a text. Using them takes the teacher gives the guidance for students in speaking which the students answer the questions, combine the answers, and develop them become a good text. By using questions, the students can solve their problems in speaking because questions guide and develop their ideas in speaking a text. Besides, the questions can help the students to use correct tense in speaking.

In this research, the writer asks the students to write personal english by giving them some questions related to the topic. By answering the questions, the students can write personal english because the answers of questions can guide the students to develop their ideas in speaking english. The students also answer the questions using past tense. So, the questions help them to practice in using past tense in speaking english. The questions used here are WH-questions.

Question words consist of the questions which begun with “W” and “H”. That is why they are called WH-questions. Questions word is questions that is formed by using questions word *what, who, where, when, why* and *how*. These questions can not be answered by yes or no even though there is helping verb or auxiliary. That is why by WH-questions, it is expected that the students can write a good text. WH-questions are questions that need the detail information answers because the answers of WH-questions stimulate the students’ mind in sharing their ideas.

By using guided WH-questions, students can develop their ideas, help the students to choose the correct word and practice them in using the correct tense. These WH-questions make the answers from the students that help them to make a text because they combine the answers and develop them becomes a good english.

C. Teaching English Speaking Using Guided WH-Questions

Most of the students often face difficulties when their teacher asks them to write. One of the reasons that make them difficult to write is because they sometimes do not know what they will write because of the lacking of experiences, and ideas. It is also caused by the grammatical rules, words choice, spelling, developing ideas, and the other things are needed in speaking. There are some students’ problems in speaking, especially speaking a english. First, they have problem to choose the best word (word choice) for their speaking. Second, the students also have problem how to organize generic text structure such as orientation, events, and reorientation. The third, they often make mistakes in language features of a english.

For those reasons, in teaching learning process, the teacher has an important role in making the good atmosphere in classroom and making the students' ability in speaking english. Teacher is expected to make speaking become an activity that will make the students easier to write and become interested in speaking, especially in speaking a english. Therefore, the teacher must apply the technique in teaching english speaking in order to make a good atmosphere in a classroom and get the students' ability in speaking english. Considering the situation, the writer will apply guided WH-questions as a technique in teaching english speaking.

Teaching english speaking using guided WH-questions can help the students in speaking easily especially in speaking personal english. Guided WH-questions can be as a guide for the students because the answers of WH-questions can develop the ideas of students to make english. WH-questions consist of *what*, *who*, *where*, *when*, *why* and *how*. These questions are asking about what happened, who was involved, where it took place, and when it happened. These answers are appropriate with the details in english. The students put the answers into paragraphs and develop them become a good english. Derewianka (1990:11) states that, "when we tell someone what happened, we can call it recount". In a recount, we reconstruct past experience. A recount is the unfolding of a sequence of events or time. We are using language to keep the past alive and help us to interpret experience.

In applying guided WH-questions in speaking english, the writer must have the procedures to be followed in order to apply it successfully.

The procedures of this research will be applied by the writer as follow:

1. The writer tells the students about the topic that is going to be studied. Here, the writer tells the students that they are going to study about speaking english using guided WH-questions.
2. The writer explains the students what the personal english is. The writer also explains the language features and the text organization of personal english.
3. The writer gives an example of personal english and students identify the generic structure of the text.
4. The writer explains WH-questions as guide in speaking personal english.
5. The writer applies WH-questions and explains how to answer and develop them into a english. It starts with a simple answer such as: Last Sunday, Pasir Panjang beach, with my family, swam, had lunch, etc.
6. The writer also explains how to make own WH-questions, how to answer, and develop the answers become a english.
7. Finally, the writer asks the students to write personal english by making and answering the WH-questions and the answers of WH-questions as a guide for them to write a good english.

D. How to Evaluate English Speaking

In speaking, there are some aspects which are used as a guideline for teacher to assess the student's speaking task. For scoring the result of the speaking, the writer will evaluate them from three aspects; topic consistency

(content), text organization, and usage. The items of specification of speaking conducted in the scoring consist of content, organization, language features, and mechanics (Brown, 2000:146). In English speaking, the content concerns on whether or not the student's speaking focuses on topic, and the content has a clear idea based on the topic given. The organization consists of the scoring of orientation, event, and reorientation. It is about the speaking piece that has a clear evidence of beginning, middle, and ending. The last aspect is usage which covers the language features, grammar, spelling, capitalization, and punctuation.

METHOD

In investigating the effect of teaching speaking through WH-Questions technique to the students' speaking performance and teaching learning process, the writer applies classroom action research. According to Ferrance (2000: 1) action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. In addition, Ferrance (2000: 1) states that action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future.

According to Anne Burn (2009:122) Action Research can be a very valuable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students. Costello (2003:6) as cited by Liza Aniriani states that classroom action research has a practical, problem solving emphasis. It is carried out by individuals, professionals and educators and its aim is to improve educational practice. The writer plans an activity that hopefully solves the problems that appear in the classroom. Put the plan in action of a real treatment, the writer then will observe the process and finally reflect the treatment. Action research is a research where the teacher also acts as the researcher and tries to make a better teaching learning process.

Costello (2003:7) states that basic action research consist of four steps. The steps are planning, acting, observing, and reflecting. In every cycle, the steps must be done by the teacher. The description of the four steps in each cycle.

RESULT

In solving the problems in this research, the research data is collected by using suitable technique and relevant tools.

a. Technique of Data Collecting

The technique of data collecting in this research is measurement technique and classroom observation. The researcher employs the measurement technique to measure the student's speaking ability in the WH-Questions.

The classroom observation requires the subject of research performance in that has connection with research focus. The observation was done by teacher while this way is being conducted in the classroom.

Tools of data collecting used in this research are:

The tool in collection data in this research is the essay test of student's performance. The data, here is students performance in speaking which focused on their ability to speak especially to WH-Questions.

Field Note

The researcher kept the process of the activity in form of a note that was record anything happen in the classroom when the way to WH-Questions the in class. The researcher made note or record, which contain of four stages of planning, acting, observing and reflecting.

Measurement of Mean Score

The average ability of the students' in reconstructing the WH-Questions as the teaching media is quantified by using mean formula as follows.

$$M = \frac{\Sigma x}{N}$$

M = the students' average score

Σx = the sum of students' score

N = the number of student being observed

a. Data Analysis

To know the whether the WH-Questions can improve the students' speaking ability; the researcher used the observation in every meeting. From the scoring table, the student's talk by using WH-Questions that contains of fluency and comprehensibility was determining the students' ability in conducting the way. The KKM students' is 65. The qualification is as follow:

This research was conducted to get the accurate data about the effectiveness of teaching English speaking using guided WH-questions at the eighth grade students of SMPN 1 Toba in academic year 2012/2013.

English score at SMPN 1 Toba demanded the Minimum Mastery Criteria (KKM) of 65 at the end of each final semester meanwhile the students' score of Eighth A at the end of the last semester shows the achievement of 63. After conducting a research, the writer would show her findings as follows:

1. Cycle 1

First cycle was conducted on Friday 3th May 2013. First are model of conversations will be prepared to the students, then the teacher asked them to repeat the question more and more until the students were clear enough to act it out.

The teacher stated some focused expression about asking and giving answer to be act out in front of the class. The use of guided WH-questions in constructing

and act out the WH-questions are suggested in order to get the students interesting and feel enjoyable to practice the WH-questions.

The next step conduct on Friday 3th May 2013. The learners practiced the WH-questions by pair in turn and the teacher performed the good grammatical sentences based on the expression are focused on.

After the teacher gave the treatment in Cycle 1, students' score shows the result as can see observation of the students' score activities (Appendix 4), first WH-questions Scoring in students' accuracy twenty seventh students were rask four students did some mistakes in choosing the expression to express his/her opinion and does mistakes in pronouncing the word thirteen students used. The accurate expression, but have some mistakes in pronouncing the word ten students did the activities given by the teacher well and used the accurate expression in asking and giving his/her opinion.

Scoring in students' fluency twenty seventh students were rask one student did not active in WH-questions activity, so there is no WH-questions performance because he is too passive and did not remember how to express his opinion based on the conversation he made with his partner. Three students were still hesitate in doing his/her WH-questions twenty students did some mistakes in his/her. WH-questions four students were rask their WH-questions fluently and understandable. Second WH-questions Scoring in students' accuracy twenty seventh students were rask four students still used the accurate. WH-questions but have some mistakes in pronouncing the word twenty three students the accurate WH-questions in asking and giving his/her opinion.

Scoring in students fluency twenty seventh students were rask 4 students were still hesitate in doing his/her WH-questions ten students made some mistakes in their performances; they cannot speak as fluent as the other students did. Thirteen students rasked their WH-questions fluently and the sentences were understandable.

The result in first cycle shows that some students still not reached the Minimum Mastery Criteria (KKM), it can be seen as five students still have poor specification and have to take remedial as the criteria's achievement. Twenty students categorized in average to good two students categorized as good to excellent.

To know that there are still five students got the score test lower than sixty five, the teacher should do the classroom action research in cycle 2 in order to give them the best treatment so that all of them (twenty seventh students) got the Minimum Mastery Criteria (KKM).

2. Cycle 2

The writer conducted the second classroom action research as the third meeting on Monday, 6th May 2013. On this stage, the teacher took a role in helping the students using oral shape to make and to act out. The WH-questions by asking their difficulties. On the fourth meeting (Friday, May 10th 2013), the students were more improved than cycle 1. The students' score test shows the significant improvement. Students' score in cycle 2 shows as follows:

First WH-questions scoring in students' accuracy twenty seventh students were rask students used the accurate expression but have some mistakes in WH-questions the word twenty one students did the activities given by the teacher well and used the accurate expression in asking and giving his/her. WH-questions scoring in students' fluency twenty seventh students were rask two students were still hesitate in doing his/her conversation twenty two students made some mistakes in his/her. Speech three students were rask their WH-questions and understandable.

Second WH-questions scoring in students' accuracy twenty seventh students were rask All students used the accurate expression in asking and giving his/her WH-questions. Scoring in students fluency twenty seventh students were rask twenty students made some mistakes in their performances, they cannot speak as fluent as the other students WH-questions. Seventh student's rasked their WH-questions and the sentences were understandable.

The result in second cycle shows that all students reached the Minimum Mastery Criteria (KKM), it can be seen as twenty five students categorized in average to good two students categorized as good to excellent. The result in second cycle shows that all students in eight grade A of SMPN 1 Toba reached the Minimum Mastery Criteria (KKM).

CONCLUSIONS

Based on the result of data analysis, the writer made some conclusions as follows:

1. The result of the students' mean score of speaking english using guided WH-questions to the eighth grade of SMP Negeri 1 Toba before and after the treatment is 60.71 and 75.85. It means there is qualified increase between the pretest and posttest. This criterion is included average to good.
2. The students' achievement was increased with the interval score of pretest and posttest is 15.14.
3. The significant difference of this achievement can also be proved by the t-test (15.26) which is higher than t-table (2.032). It indicates the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) is accepted.
4. The effect size score of the treatment using guided WH-questions is 2.54 (ES > 0.8). This score is categorized as high. It means that guided WH-questions can improve the students' ability in speaking english especially at the eighth grade students of SMP Negeri 1 Toba.

Referring to the result of the research, the writer gives some suggestions as follows:

1. To use guided WH-questions as a guide in teaching speaking english, in order to help the students express and develop their ideas in speaking.

2. It is suggested to the teacher to explain the use WH-questions as a guide in speaking more detail, in order that the students understand what the purpose of each questions using WH, how they should answer, combine and develop them become good english speaking.
3. To explain on how to use correct tense, grammar and mechanics in speaking for students.

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